

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

This research is about errors in speaking performance committed by ten students of 2017 class of English Department at Andalas University. The students or the participants of this research are selected by using purposive sampling. The data are utterances obtained from students' Progress Examination videos. The utterances are transcribed by using orthographic transcription in order to analyze the data.

The result of the analysis reveals that there are 423 utterances containing speech errors found in the students' speaking performance. Those are divided into nine types of errors, including silent pause, filled pause, repeat, retraced false starts, unretracted false starts, correction, interjection, and a slip of the tongue. Silent pause occurs 79 times or 18,68% from the total data, filled pause occurs 147 times (34,74%), repeat occurs 58 times (13,71%), retraced false starts occurs 43 times (10,17%), unretracted false starts occurs 25 times (5,91%), correction occurs 7 times (1,65%), stutter occurs 42 times (9,93%), interjection occurs 11 times (2,60%), and slip of tongue occurs 11 times (2,60%).

The most dominant error produced by the students in their speeches is filled pause. This error indicates that the students might know what to say, yet they do not know how to say it. It supposes that the students might successfully pass the planning stage of producing language, from discourse, sentence, and constituent plan to the articulatory program. Nonetheless, they got a problem in the articulation stage. As a result, they commit a filled pause in their speeches. On

the other hand, the lowest number of errors was found in correction. It reveals that most of the students do not know that there is something wrong with their utterances. Hence, there are only a few corrections error appears in their speeches.

Furthermore, there are two factors that influence the occurrence of errors found in this research. The two of them are cognitive difficulty and social factors. In this case, three factors influence participants' cognitive difficulty: lack of vocabulary, lack of grammatical mastery, and difficulty in pronouncing words. Meanwhile, social factors consist of two main causes, such as situational anxiety and social circumstances. The students' situational anxiety is influenced by feeling nervous/anxious, hesitate and afraid of making mistakes, the influence of media, lack of confidence, and inability to stay focus. Likewise, social factors are also influenced by the limitation of time and pressure of getting judge.

Based on the result of the analysis, it confirms that cognitive difficulty (competence problem) influences 27% of the occurrence of errors, whereas the other 73% of causes are influenced by social factors (performance problem). Therefore, it is plausible to say that most of the participants might already have good competence in English since they only encounter fewer cognitive causes when speaking. Nevertheless, they still seem to have a lack of performance ability. It is due to the fact that 73% commit speech errors because of the influence of social factors. In addition, it is also found that students who get a good GPA cannot guarantee that they have good speaking skills as well. Hence, it is sufficient to say that GPA does not guarantee students' speaking ability.

4.2 Suggestion and Limitation

This research aims to know how speech production problems influence the occurrence of speech errors in students' utterances. It mainly focuses on identifying speech errors in students' speaking performance. However, when dealing with speech production, what is needed is not only performance skills but also competence skills. For this reason, it is suggested that future researchers analyze speech errors in students' speaking competence because this research still does not cover the information and does not provide a satisfying explanation related to that problem. Likewise, it is also highly recommended to combine both psycholinguistic and phonological approaches to analyze speech errors in pronunciation, especially to examine the relationship between speech errors and phonological grammar in students' utterances. Thus, we can know how their performance links to their competence ability.

In addition, the researcher realizes that the limitation of this research also lies in the criteria of participants' selection, which is still based on the assumption that it cannot be proved and does not refer to any research. Hence, it suggests to the next researchers to make several considerations based on the fact to choose the criteria for selecting the participants. Moreover, the next researchers are also suggested using another sampling to select the participants because purposive sampling has a lack of representation which cannot become representative of the total population. Furthermore, the researcher would like to suggest the next researchers analyze the strategies to overcome students' speaking anxiety in delivering a speech. By doing so, it can help the students to be more confident in speaking, especially in speaking English.